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ABSTRACT

This paper is composed of three sections: "A Brief History"; "A Litany of Transgressions"; and "A Quest for Egalitarianism: Strategies and Techniques for Fairness in Inclusive Classrooms." In the first section, projects and resources are mentioned as data that chronicle the legacy of gender inequity. The second section provides a list of documented inequities in basic education and in careers. The third section presents strategies invoked by teacher educators in methods courses at Neumann College (Pennsylvania). The objectives of these courses are to introduce issues in gender equity to preservice education majors and to enable student teachers to develop and introduce strategies to achieve gender equity in inclusive basic education classrooms. Some examples of such strategies are: using four approaches (the contributions approach, the additive approach, the transformation approach, and the social action approach); a class project in reconciling gender equity with the Pennsylvania State Board of Education instructional mandates; preparation of mini-lessons using the National Council for the Social Studies Standards of Excellence; the Four-Stage Rocket activity, so called because it is designed to propel its participants toward effective communication. Student teacher guidelines for fairness in classroom management are included. (Contains 14 references.) (JLS)

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GENDER EQUITY AND THE INCLUSIVE CLASSROOM: WORKING TOGETHER

A paper presented at the 49th American Association of Colleges for Teacher Education Annual Meeting: "Leadership for Transforming the Profession: Fulfilling the Commitment to Children, Communities, and the Common Good." The Hyatt Regency, Phoenix, Arizona, February 26 - March 1, 1997.

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GENDER EQUITY AND THE INCLUSIVE CLASSROOM: WORKING TOGETHER

A BRIEF HISTORY

1997 AACTE ANNUAL MEETING, PHOENIX

GENDER EQUITY AND THE INCLUSIVE CLASSROOM: WORKING TOGETHER

descriptors

Gender Equity
Inclusion
Diversity

outcomes

The purpose of this presentation is to demonstrate positive effects of efforts toward infusing gender equity into the inclusive classroom. It identifies methodologies for assessing the curricula of basic education from the perspectives of shortcomings in and potentials for promoting gender equity. Thereafter the presentation describes strategies for applying the results of curriculum analysis to inclusive classroom instruction.

content

Data that chronicle the legacy of gender inequity provide the theoretical rationale for this presentation. Resources such as the American Association of University Women's How Schools Shortchange Girls (1992) and Sadker and Sadker's Failing at

Fairness (1994) document and examine transgressions against gender equity from the recent past. Findings from Gilligan's In a Different Voice: Psychological Theory and Women's Development (1982) and Brown and Gilligan's Meeting at the Crossroads: Psychology and Girls' Development (1993) and from recommendations generated by McGuinness' When Children Don't Learn: Understanding the Biology and Psychology of Learning Disabilities (1985) and the Wisconsin Sex Equity in Education Coalition (1993) undergird a conceptual basis which informs the development of gender fair instructional strategies.

Samples of text and supplementary instructional materials from resources such as the Association of American Colleges and Universities' Advancing Liberal Learning: On Campus with Women (1996) and Banks and Banks' Multi-Cultural Education: Issues and Perspectives (1989) represent change agents that educators can apply toward the design and implementation of gender fair curricula. Information derived from the Pennsylvania State Board of Education Regulations Chapter Five (1993), which addresses learning outcomes in basic education, sets the scene for illustrating strategies designed to support a gender fair curriculum. Advancing Liberal Learning and its ilk substantiate the theoretical foundations which promote the advancement of enlightenment and liberation in undergraduate teacher preparation programs. Multi-Cultural Education complements the perspective of the American Association of Colleges and Universities by demonstrating effective applications of its theoretical rationale to methodologies espoused by general programs and specific courses within

the context of education majors.

examples of best practice

What are some of the detrimental outcomes derived from experiences in gender biased classrooms? Consider the array of transgressions which have been committed over the last half century (enumerated in the following "Litany of Transgressions"). Girls have been excluded from educational opportunities and benefits across the curriculum, as the "Litany of Transgressions" illustrates. Detrimental outcomes of excluding girls from academic experiences in the humanities, mathematics, science, and the social sciences are enumerated within the two subsections of the litany, "in basic education" and "in careers."

In order to redress the failures wrought by gender bias and exclusion, teacher education can recognize the fit between enhancing gender fairness in the curriculum and instructional strategies and techniques which address the kinds of differences prevalent in inclusive classrooms. Beyond the brief litany of transgressions, therefore, the ensuing pages depict strategies invoked by teacher educators in methods courses whose objectives are to introduce issues in gender equity to preservice education majors. The concluding section of this presentation, "A Quest for Egalitarianism: Strategies and Techniques for Fairness in Inclusive Classrooms," reflects the efforts of preservice educators and student teachers' toward the developing and applying techniques designed

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to achieve gender equity within inclusive basic education classrooms. For example, students are directed to build ten simple reminders ("Remember to be Fair") into their classroom management repertoire (Wolf, Supon, and Gates, 1994). Then, when developing a technique such as the "Four Stage Rocket," students incorporate any one or combination of several of these reminders into strategies for the implementation of the "Four Stage Rocket."

The processes of analyzing and evaluating phenomena related to past inequities establish the groundwork for the formulation of recommendations for promoting gender equity within the inclusive classroom. Recommendations are subsequently viewed through the prism of learning outcomes delineated in the Pennsylvania Board of Education's Chapter Five. Brief simulation activities drawn from "A Project in Reconciling Gender Equity with Instructional Mandates. . ." and "A Rubric for Preparing and Presenting Mini-Lessons" (see section entitled "A Quest for Egalitarianism: Strategies and Techniques for Fairness in Inclusive Classrooms") provide opportunities to assess instructional materials and to advance proposals aimed toward instituting a gender fair, inclusionary curriculum. Samples of role playing scenarios create contexts for experiencing the subtle and not so subtle effects of gender bias. Examples of gender fair teaching strategies portrayed within "A Quest for Egalitarianism. . ." illustrate approaches directed at practicing and modeling fairness, and subsequent applications of techniques appropriate to inclusive classrooms ("Reflecting on Fairness") reinforce the behaviors previously emphasized.

GENDER EQUITY AND THE INCLUSIVE CLASSROOM: WORKING TOGETHER

A LITANY OF TRANSGRESSIONS

> research findings suggest that levels of confidence and achievement in mathematics among girls drop during the middle school years

> content analyses of music texts reveal that men are represented nearly 70% of the time

> SAT scores tend to over predict first year college grades for men and to under predict first year college grades for women by as much as 35 points, particularly in the mathematics battery of the test

> formal school curricula in all disciplines, K - 12, overlook the experiences of women and men from diverse walks of life

> learning materials fail to reflect how women and girls are valued

> thirteen popular United States history textbooks contain no more that one percent of the role of women in American History

> when women's roles are acknowledged, they tend to be trivialized or distorted

> omission of the contributions of women to the arts and sciences prevails most insidiously at the secondary level

> most books required as part of course work are written by men

> the difference between required reading in the arts and sciences has changed little when bibliographies from the past 25 years are compared to bibliographies from 80 years past

> textbooks omit scholarship on women and accounts of their roles as developers of history, initiators of events, and contributors to technological advances

> upper grades curriculum emphasizes events and values commonly associated with Anglo-European males

> current events and government classes emphasize conflict, controversy, control of territory, and wars while the accounts of daily lives are ignored

> even girls who are highly competent in mathematics are much less likely to pursue scientific or technological careers than do their male classmates, and girls rate inadequate teacher support to be a critical factor in influencing their decisions to pursue such careers

> full-time working women earn .70 for every dollar earned by full-time working men (as of 1991)

> a woman with a baccalaureate degree earns only slightly more than does a man with a high school diploma and 74% of what a male college graduate earns

> vocational education fails both men and women: ". . . men, because the training has had little impact on their earnings and women, because they have been routed into sex-stereotyped work that leads to dead-end, low paying jobs. . ." (American Association of University Women, 1992)

GENDER EQUITY AND THE INCLUSIVE CLASSROOM: WORKING TOGETHER

A QUEST FOR EGALITARIANISM: STRATEGIES AND TECHNIQUES FOR FAIRNESS IN INCLUSIVE CLASSROOMS

LEVELS OF INTEGRATING DIVERSITY INTO THE CURRICULUM

Foreground: Since the 1960's, multicultural content has been integrated into the curriculum of basic (K - 12) education in four ways. These four approaches (see James A. Banks and Banks, C. A. *Multicultural Education: Issues and Perspectives*. Allyn and Bacon, 1989.) are hierarchical in nature, ranging from simple and superficial to complex and profound. The four levels can be viewed, and their approaches to integrating the curriculum summarized, as follows:

Level	Approach
level 1, the contributions approach	focuses on heroes, holidays, and discrete cultural elements
level 2, the additive approach	content, concepts, themes, and perspectives are added to the curriculum without changing the structure of the curriculum
level 3, the transformation approach	structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups
level 4, the social action approach	students make decisions on important social issues and take actions to help solve them

The lasting educational value of the approaches ranges from providing students with a one-shot encounter with an ethnic hero (the contributions approach) to engaging students in long-term inquiry into the interaction between the individual and diversity (the social action approach). Simply because the approaches are hierarchical does not mean that the simpler approaches do not have a place in curriculum development. Indeed, the approaches probably work best when they are mixed and blended within the context of curriculum analysis and development. Current events, for example, may justify the application of the contributions approach, even when a more sophisticated transformational and social action curriculum is being implemented.

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A PROJECT IN RECONCILING GENDER EQUITY WITH INSTRUCTIONAL MANDATES ISSUED IN THE STATE BOARD OF EDUCATION CHAPTER V

Purpose: Pre-service education majors will design gender-fair curricula for inclusive classrooms. Tasks involved in the preparation of the curricula include:

> identifying evidence of gender bias in social studies education and pedagogical practices;

> recognizing gifted learners within the context of the inclusive classroom;

> establishing approaches for engaging gifted learners in whole class and cooperative learning group activities;

> devising additive and transformational curriculum development strategies for redressing instances of gender bias in social studies.

Process: Pre-service students will:

> conduct historical analyses of social studies curriculum;

> describe and evaluate instances of gender bias and exclusionary practices in the curriculum;

> develop alternative approaches to presenting biased material;

> simulate classroom scenarios illustrative of episodes that may have occurred before and after the implementation of revised curricula.

Outcome: Pre-service students completing the project will acquire:

> a balanced perspective of contemporary curriculum development;

> a critical view of content and pedagogy;

> a heightened level of awareness of gender and inclusion phenomena in contemporary education.

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EDU 311/350, METHODS IN TEACHING SOCIAL STUDIES

A RUBRIC FOR PREPARING AND PRESENTING MINI-LESSONS

Triads will select activities from the National Council for the Social Studies Standards of Excellence. The Neumann College lesson plan format will then be applied to the development of the selections, and triads will present their applications in the form of a fifteen minute mini-lesson. Mini-lessons will be assessed according to two broad criteria, whose parameters are more specifically defined below. The two criteria defining the mini-lesson are **planning** and **presenting**. As illustrated below, planning and presenting include specific performance criteria accompanied by a rating scale ranging from **1 (incomplete)** to **3 (competent)** to **5 (mastery)**.

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mini-lesson performance criteria

planning criteria

parameter	value
1. clearly identified concept or theme	____ / 5
2. accurate learning statement	____ / 5
3. comprehensive activity	____ / 5
4. authentic assessment	____ / 5
5. overall written product	____ / 5

presenting criteria

parameter	value
1. fully cooperative effort	____ / 5
2. total class involvement	____ / 5
3. clearly articulated directions	____ / 5
4. effective use of wait - time	____ / 5
5. overall pace of mini-unit	____ / 5

____ / 50 total

COOPERATIVE LEARNING: HOW ARE WE DOING?

Within the context of cooperative learning, the following ten criteria may be used by the group's evaluator in order to lead the members of the group in an assessment of their progress. These criteria may be formatted to look like a checklist, and the evaluator can regularly apply the checklist to the assessment process. Consider the following format:

Group:_____
Date:_____

criterion	often	sometimes	not very much
we each asked and answered questions			
we got involved in group discussions			
we debated reasonable arguments			
we listened to and discussed with other students and the professor			
we made contributions to benefit all of the group			
we were involved, attentive			
we related the everyday world to group material			
we made eye contact, facial expressions, body language			
we attended class			
we took notes			

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THE FOUR STAGE ROCKET

The Four Stage Rocket is an activity designed to open pathways toward effective communication. The Four Stage Rocket emphasizes skills in listening, paraphrasing, and clarifying. It is especially useful within the context of the analysis of controversial issues. By practicing the skills emphasized in the Four Stage Rocket, students in teacher and administrator preparation programs will enhance their ability to interact with members of the school community.

Called the Four Stage Rocket because the activity propels its participants toward effective communication, the exercise begins with a launch from ground zero, where a preliminary discussion generates baseline conceptual revelations. It proceeds through four stages of oral communication skill development, and it concludes with a landing that brings its participants back to ground zero.

the four stage rocket process

- *ground zero*: discuss a selected issue freely for ten minutes.
- *stage one*: continue with the ground zero discussion, but enforce a 10 - 15 second pause between each speaker.
- *stage two*: pause for 10 - 15 seconds **and** take turns within the discussion group until each member has either addressed the issue or has signified a decision to pass.
- *stage three*: pause for 10 - 15 seconds, take turns within the group, **and** paraphrase the remark of the previous speaker before adding to the discussion (this can be very tough; participants frequently try to get around the paraphrasing task by saying something like "I agree/disagree with so and so, and I also . . .).
- *stage four*: pause for 10 - 15 seconds, take turns within the group, paraphrase the previous remark, add

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to the discussion, **and** continue with the discussion until each member of the group has had the opportunity to make three contributions to the discussion, **but limit each contribution to the discussion to a maximum of 30 seconds per contribution**.

- *landing*: conclude the discussion by engaging the group in a summary of the discussion and an evaluation of its outcome; draw closure to the process by asking group members to describe how they felt as they progressed through the stages.

The Four Stage Rocket imposes an array of more and more challenging constraints upon a discussion for the purpose of focusing the dialogue and encouraging democracy. Results of having participated in Four Stage Rockets surface in the acquisition of skills valuable in establishing and sustaining productive relationships within and beyond the classroom.

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REMEMBER TO BE FAIR

1. By calling students by name, and by referring to their contributions by name;

2. By calling on students whose body language says that they're ready to talk even if their hands don't go up;

3. By calling on women and men in about the same proportion of time as they are represented in your classroom;

4. By waiting for 5 to 10 seconds after asking a question before responding to hands or body language (wait time allows for reflection and mitigates against rewarding aggressive and impulsive behaviors);

5. By encouraging women as well as men with comments such as "What else do you think?" or "Tell us more about your idea."

6. By paying attention to the nonverbal cues of women, such as leaning forward in their seats, and then having them initiate discussion by inviting them to start or add to the discussion;

7. By giving praise when praise is deserved, acknowledging in a verbal way that the contribution was a good one;

8. By recording in a journal your observations of the extent to which your students participate and engage;

9. By keeping the tone of your voice consistent in response to both the women and the men in your class;

10. By using gender-free expressions, or by varying the gender in your speech and writing.

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REFLECTING ON FAIRNESS

1. Is your language or your idiomatic usage strange or alien to any of your students, or does it offend either gender or any particular group?

2. If you use figurative speech, does it treat diversity with fairness?

3. Do you provide an array of viewpoints from cultural and historical contexts as well as from gender contexts?

4. Do you recognize and deal with any culturally or historically biased assumptions?

5. Do you convey high levels of expectations of performance to all of your students?

6. Are you aware of differential or deferential treatment given to your students?

7. Do you accurately perceive cultural sensitivities associated with personal space, eye contact, nonverbal communication, and the like?

8. Do you and the curriculum that you implement value and celebrate diversity?

9. Do you and your curriculum address diversity by using instructional materials that are rich in multi-cultural representations?

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